

Featherstone Primary School

Governor Visit Policy



Governing Board approval date: 10.01.23

Reviewed: Every four Years

Context

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress.

The Governors visiting programme is an integral part of the school's yearly monitoring calendar. Each Governor is encouraged to make at least one visit a year during the school day and governors will often monitor an area of the School Development Plan.

Visits enable Governors to:-

- See the school at work and observe the range of attitudes, behaviour and achievements.
- Get to know the staff and demonstrate their commitment to the school.
- Give active support to the staff and the activities of the school.
- Be aware of the effect of change and different approaches to teaching and learning.
- Evaluate resources and discuss with staff further requirements.
- Gain first-hand information to assist with policy making and decision taking.
- Work in partnership with the staff.

Before making a visit Governors will

- Contact the Headteacher and agree a date, time and focus for the visit
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited
- Ensure that all staff are aware of the visit and the expectations on them

On the day of the visit the Governor will remember to:-

- Arrive on time and clarify the timetable with the Headteacher/subject coordinator
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Be calm and enjoy the visit

After the visit the Governor will:-

- Remember to thank the teachers and children
- Meet with the Headteacher to give a verbal report, and to raise any issues that arose
- Complete the Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alterations, the form will be circulated to the governing body and staff
- Governors must report without giving opinions and where possible individuals should not be identified

It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily

The visit is not about:-

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result.

Governor learning walk report



Names of governor undertaking the learning walk:	
Area being monitored:	Pupil behaviour
Date of learning walk:	
Staff member/s accompanying governor:	

<p>What is the purpose of the learning walk? <i>To monitor the behaviour of pupils within the classroom.</i></p>
<p>Why is this area being monitored? <i>The headteacher has reported to governors an increase in low-level disruption in the classroom; the Behavioural Policy has been reviewed and updated to address this. Governors are monitoring the impact of the reviewed policy.</i></p>
<p>What other evidence or information will be considered in relation to this learning walk? <i>The Behavioural Policy Pupil voice Behaviour intervention data</i></p>
<p>How does the learning walk link to the school development plan (SDP)? <i>If pupils' learning is disturbed by low-level disruption, all learning and priorities of the SDP will be impacted on. The purpose of the SDP is to ensure that all pupils have the opportunity to access quality learning and to reach their individual potential. The school has high aspirations for all pupils.</i></p>
<p>How does this learning walk link to the priorities outlined in the governing board monitoring plan? <i>As above.</i></p>

Agreed questions for governors to ask during the learning walk:	Comments and observations
<i>Are there visual prompts for pupils explaining the school behaviour policy?</i>	
<i>Are pupils engaged in learning activities that stimulate and interest them?</i>	
<i>Do pupils move around school in a sensible and orderly manner?</i>	

<i>How is good behaviour rewarded and celebrated?</i>	
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Additional observations from the learning walk
<i>Please record any further observations noted during the learning walk which are relevant to the focus of the visit.</i>

Further questions to ask
<i>Please note any questions arising from the learning walk.</i>